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JUNIOR COLLEGE LIBRARY ORIENTATION INNOVATIONS.

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DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE LIBRARIES, LIBRARY GUIDES, *LIBRARY INSTRUCTION, *LIBRARY SERVICES, ORIENTATION,

AS THE IMAGE OF THE JUNIOR COLLEGE LIBRARY HAS CHANGED FROM THAT OF A BOOK DEPOSITORY TO THAT OF AN ACTIVE LEARNING RESOURCE CENTER, THE NEED FOR STUDENT ORIENTATION TO ITS EFFECTIVE USE HAS INCREASED. PROGRAMS AT EIGHT COLLEGES ILLUSTRATE THE VARIATION IN SUCH PROGRAMS--(1) STEPHENS COLLEGE HAS FOUR INSTRUCTIONAL SESSIONS TO PROVIDE ORIENTATION TO THE LIBRARY, UNDERSTANDING OF LIBRARY ORGANIZATION, FAMILIARITY WITH REFERENCE MATERIALS, AND COMPETENCE IN THE USE OF INDEXES. AN ORIENTATION TOUR, CLOSED CIRCUIT TELEVISION, AND TWO BRIEFING SESSIONS ARE USED. (2) MONTEITH COLLEGE PROMOTES STUDENT SKILLS BY LIBRARY RESEARCH ASSIGNMENTS INTEGRATED WITH INTERDISCIPLINARY GENERAL EDUCATION COURSES. (3) FILM LECTURE PRESENTATIONS BY LIBRARIANS, ACCOMPANIED BY A HANDBOOK, ARE FOLLOWED AT FOOTHILL COLLEGE BY LIBRARY USAGE TESTS IN FRESHMAN ORIENTATION AND COMPOSITION CLASSES. (4) ST. PETERSBURG JUNIOR COLLEGE USES A TELEVISION ORIENTATION PROGRAM. (5) AT CALIFORNIA STATE COLLEGE AT LOS ANGELES, A FRESHMAN REQUIREMENT IS A VIDEOTAPED LECTURE INSTRUCTION PROGRAM. (6) THE UNIVERSITY OF NEW HAMPSHIRE USES A HANDBOOK AND TEST SENT TO STUDENTS BEFORE CLASSES BEGIN. (7) TEACHING MACHINES ARE USED AT SOUTHERN ILLINOIS UNIVERSITY. (8) AT MOUNT SAN ANTONIO COLLEGE, STUDENTS ARE SCHEDULED INTO 3-SESSION ORIENTATION CLASSES, CONSISTING OF GREETINGS, TOURS, VISUAL PROJECTIONS, LECTURE-DISARMORS, THREE ASSIGNMENTS, AND A QUIZ. (WO)

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UNIVERSITY OF CALIFORNIA
LOS ANGELES

MAR 14 1968

CLE WINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JUNIOR COLLEGE LIBRARY
ORIENTATION INNOVATIONS

A Report

Presented to

Drs. B. Lamar Johnson and John E. Roueche
University of California at Los Angeles

In Partial Fulfillment
of the Requirements for the Course
Education 261D

by

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PREFACE

The library may still be popularly conceived of as a storehouse for the organized storage of books and printed material so that scholarly reference work can be readily accomplished. As the college library has transformed, however, primarily by leading professional librarian and responsible educator efforts to an integral center of learning for all students, the problems of instructing students in the use of the library have grown at a near malignant rate. This transformation accompanied with burgeoning new student enrollments in many outgrown facilities has placed the college library in a critical position. New facilities and new methods for instructing students in the use of the library are eminent needs.

Mt. San Antonio College has recently embarked on a new small group approach to this critical area of library orientation and instruction. This new program, which began in the Fall of 1967, came about as a result in a revision of the orientation to college program and as a carefully developed plan for improving student orientation to the library.

The intention of this study was to review selected innovative library orientation and instruction practices, to review the new orientation to the library program at Mt. San

Antonio College, and on the basis of these reviews, to determine basic guiding principles for developing innovative programs for new student instruction in the use of the library.

Acknowledgments for special assistance in the development of this paper are made to members of the Mt. San Antonio College library staff: Miss Harriett Genung, Dean of Library and Audio Visual Services; Mrs. Rita Gurnee and Miss Elizabeth Badger, Librarians.

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CHAPTER I

INTRODUCTION

The development of an effective junior college library program is an assignment of immense responsibility. A library is more than a collection of books or a place to store this collection. A library is concerned with serving students who are pursuing the search for knowledge for life. The library is referred to as the "heart of the college" or the "foundation on which the instructional program is built."¹ Recognition of this primary educational responsibility has caused the leading educators and professional librarians to promote the development of junior college libraries as learning centers in which all students are provided with the opportunity for assistance in their pursuit of knowledge.

I. THE PROBLEM

Statement of the problem. It was the purpose of this report (1) to identify innovative methods currently used in junior college libraries to orient and instruct students in the use of the library, (2) to investigate the innovative library orientation program at Mt. San Antonio College, and (3) to summarize significant findings which could be utilized as guiding principles for the development of effective library orientation and instruction programs.

Background to the problem. Libraries are still seen by some educators and administrators as innocuous or perhaps ominous, dusty

depositories of miscellaneous artifacts. A marked disinterest in what goes on in the "bowels" of the library or a "matter-of-fact" acceptance of the library as a storehouse of data are harmful concepts which deter the development of the library as an active learning resource center. The vitalization of the library as a campus center for learning is a challenging goal as promoters must fight apathy, stringent budgets, and a lack of understanding on the part of administrators and instructors. Evidence to support this unfortunate neglect of the junior college library may be assumed from the astonishing fact that five recent books published in the junior college field failed to present the library as a separate topic.²

Johnson declares that the public junior college has responsibilities, opportunities, and problems which differentiate it from libraries in other educational institutions.³ Wheeler states that community colleges have five common characteristics as follows: (1) they cost the student little to attend, (2) most high school graduates and adults can be admitted, (3) transfer and occupational courses are offered in a comprehensive curriculum, (4) remedial class work is provided for students who have subject or skill deficiencies, and (5) a considerable emphasis is placed on counseling and guidance of students who have not made firm vocational and educational plans.⁴ The point in emphasizing these unique functions of the junior colleges is to clearly impart the principle that the junior college library must reflect the

functions of the institution and that as these functions are unique so must the junior college library program be unique. Perhaps the word unique is poorly chosen because if a junior college and its library is unique, it is so because of its extremely comprehensive nature. The student characteristic to remember in conjunction with this principle is that of heterogeneity. Students with wide ranges of academic ability and classroom achievement represent the public junior college library patrons.

In considering this problem the reader should also note the basic library usage principle so frankly expressed by B. Lamar Johnson.

"Regardless of how adequate a book collection may be, regardless of how well a library may be organized and administered, regardless of the quality of its furnishings and equipment, regardless of its seating capacity, the use of a junior college library ultimately depends on the kind and quality of the teaching done by the faculty. All other aspects are mere "window dressing," if teaching is not library centered."⁵

Tanis in his Henry Ford Community College Survey found that twenty-two percent of the students stated that they did not use the library, eighty percent did not use the library in the evening, and that the students did not express a desire for better orientation to libraries.⁶ Literature would support the premise that students do not express a need for better library orientation and in practice, they will openly resist voluntary participation in library orientation and instruction programs.

The conviction that students need to know how to use the library effectively is more than an assumption however; and the

problems of overcoming educator apathy, of serving a diverse, rapidly growing student population with varied needs, of relying on library centered instructors, and of instructing students not motivated for learning about the library, are all obstacles which must be overcome if our junior colleges are going to educate self-sufficient persons.

II. DEFINITION OF TERMS

Junior College. The term junior college as used in this report refers to that newest segment of higher education which provides post high school educational opportunities for students who are pursuing an occupational course of studies, the first two years of a baccalaureate degree, or remedial or interest course work for individual needs.

Community College. This term will be used interchangeably with the term junior college. It more clearly reflects the concepts of local direction and financial support, and appears to be the more popular term as it identifies this segment of higher education as a mature institution free of "junior" status.

Learning Center. The learning center, the learning resource center, or the center of learning are all terms used in this report to express the comprehensive junior college library which has evolved as an integral campus service facility for study and research. In addition to being a storehouse of printed and unprinted materials, the learning center is a source of educational aids, activities, displays, and

instructional assistance.

Library Orientation. Library orientation usually refers to the introductory experience provided by the professional library staff for all new students at the beginning of each term.⁷

Library Instruction. Library instruction consists of (1) visits to a class by librarians to instruct students in the use of the library, and (2) the more formal scheduled course meeting typically once a week.⁸

Organizational Procedures. With the problem identified, the background information reviewed, and with terms defined, selected data from pertinent junior college library surveys will be cited to establish basic understandings for library orientation and instruction program developments. Particular innovations will then be presented for consideration and Mt. San Antonio College's innovative orientation and guidance program will be reviewed. On the basis of these observations and reviews, a summary and conclusion will culminate this report.

CHAPTER II

REVIEW OF CURRENT LITERATURE

I. Community College Library Surveys

The Wheeler Survey. Helen Wheeler's 1965 treatise of the community college library directed its attention to ten selected criteria regarding instructional experiences in library usage. It is particularly relevant to our concern with innovative library practices in orientation and instruction. One hundred and three completed questionnaires or fifty-five percent of one hundred and ninety-eight community colleges contacted provided the basis for the following statistics:

instruction is fostered in connection with course work by 66.9% of the community college library programs;

a library handbook reaches every student during registration in 42.7% of the reporting community colleges;

a library orientation test is administered to all new full-time students of 14.5% of the colleges;

library orientation attendance is required of all new full-time students early in the term of 56.3% of the community colleges;

fifty-five of the fifty-eight library directors reporting required library orientation consider it inadequate;

a library orientation film is part of the collections of six (5.8%) of the community college libraries;

a publication such as THE NEW LIBRARY KEY is part of freshman English materials in 13.5% of the community colleges;

a library instruction course is part of the college offerings of 18.4%;

library instruction is provided in a pre-vocational curriculum of four community colleges;

little or no efforts, aside from reserves, are made by instructors to integrate library use and course work in 51.4% of the community colleges; and

"some efforts" to encourage general reading are made by instructors in 37.8% of the colleges.⁹

The Badger Survey. Early in 1966 at the suggestion of the Executive Committee of the Junior College Libraries Section of the ACRL of the American Library Association, Elizabeth Badger conducted a twofold study to determine student opinions of library orientation and instruction and to ascertain actual library instructional practices. Seventy-eight percent or one hundred and fifteen librarians responded and eighty-four percent or eight hundred forty-six students responded. Data from the librarians regarding their orientation and instructional programs is as follows:

83 or 72%	Give orientation
65 or 57%	Give instruction
85 or 74%	Present the orientation or instruction in conjunction with a particular class
57 or 50%	Present the program to English classes
27 or 23%	Present the program to Psychology classes
45 or 39%	Present the program at the beginning of the semester
20 or 17%	Present the program on invitation
52 or 45%	Offer one hour orientation programs
18 or 16%	Offer orientation programs of from fifteen to thirty minutes

31 or 27%	Offer one class period instruction programs
7 or 6%	Offer semester length instruction programs

Librarian materials and means used are:

80 or 70%	Lectures
70 or 61%	Handbooks
27 or 23%	Slides
18 or 16%	Class visits
15 or 13%	Tapes
12 or 10%	Motion pictures
4 or 3%	T.V.
50 or 43%	Give library orientation as a part of general college orientation
17 or 15%	Give library instruction as a credit course
78 or 68%	Give the same orientation and instruction to all students, transfer and terminal
12 or 10%	Have conducted surveys to determine needs of students in the area of library instruction

Student responses are tabulated in categories as follows:

Replies are shown below:

719 or 85%	Plan to transfer to a four-year college or university
675 or 80%	Feel adequately prepared to use a junior college library

Feel more instruction needed:

173 or 20%	Classification system
133 or 15%	Periodical indices
73 or 9%	Card catalog
51 or 6%	Atlases
30 or 3.5%	Dictionaries
26 or 3%	Encyclopedias

Most help in learning to use library derived from:
(some checked several categories)

480 or 56%	Previous instruction in high school
357 or 42%	Individual help from a librarian
351 or 41%	Trial and error
234 or 28%	Library orientation
185 or 22%	Other students
166 or 20%	Library handbooks
153 or 18%	Class in library usage
126 or 15%	Previous instruction in elementary school
17 or 2%	Slides
13 or 1.5%	Tapes
6 only	Teaching machines
3 only	Television
522 or 62%	Favor library instruction given in connection with a course of English
16 or 1.8%	Motion pictures
149 or 18%	Favor a separate course in the use of books and libraries

When help is needed in using the library:

701 or 83%	Ask a librarian
114 or 13%	Ask another student ¹⁰

The Josey Survey. In 1962 Josey reported the results of a survey of 500 college and university administrators throughout the United States. The purpose of this survey was to determine the role of the college library staff in instruction in the use of the library. An analysis of 397 responses suggested the following implications:

(1) 60% do not offer a required formal course in the use of the library, (2) 45% offer elementary instruction in the nature of a tour, (3) freshmen English courses continue to be the traditional course for offering instruction in the use of the library, and (4) 95% indicated that library instruction should not be given without the cooperation of the library staff. The role of the librarian in educating the faculty to this point of view that the

library is the heart of the instructional process, is an arduous task.¹¹

ALA Committee on Instruction and Use. This committee of the Junior College Libraries Section personally surveyed three geographical areas of the United States to determine effective new ways in providing instruction in the use of the library. A selected listing of methods utilized with students follows:

Florida and the Southeast Colleges

Pensacola Junior College uses closed circuit television in orientation

St. Petersburg Junior College uses closed circuit television tape in presenting a research paper unit to English classes

Marion Institute Library uses filmstrips and transparencies

Bluefield College organizes voluntary student reading groups

California and Texas

One unidentified college effectively utilized a Faculty Library Committee plan in which students and faculty designated a "Reading Week" for the purposes of promoting discussions about selected books

Another library developed a "Favorite Book" display and promoted campus interest

A library also sponsored a paperbook contest in which prizes were awarded for best selections

New England, New York and Middle Atlantic States

The Nassau program includes:

1. individual instruction and guidance
2. lectures on library research
3. a formal two credit course on
Fundamentals of Library Research
4. a student-library handbook
5. a student-library committee
6. a diagnostic test (library skills) for
entering freshmen
7. suggestion box - for faculty and students
8. pre-librarianship counseling

Becker Junior College and Green Mountain College sponsor student and faculty coffee hours at which lectures and subjects of interest are discussed.¹²

II. SELECTED INNOVATIVE ORIENTATION PRACTICES

Stephens College. Stephens College has a long history of formal library instruction. The unqualified administrative support of the library undoubtedly gave Stephens College an impetus and envious beginning to a library program which is effectively meshed with instruction.¹³

The program has undergone constant evaluation and revision as the student needs have changed and the volume of resource materials has swelled. Because high school students arrived with better library understandings, specific how-to-find-a-book methods were discontinued. A sequence of four instructional sessions was set up to give students (1) an orientation to the library, (2) an understanding of the purpose and methods of library organization, (3) familiarity with the nature of reference books and experience in their use, and (4) competence in the use of indexes for systematic research. The goal of this program was to teach student self-sufficiency in the use of the library.¹⁴

Specific methods utilized in accomplishing this goal include an orientation tour, closed-circuit television programs to inculcate an understanding of the library, and two briefing sessions in which methods of using reference books and indexes are stressed. The program will undergo constant evaluation but two elements will remain; one, interrelated direction of the program by classes and two, students will be directed toward ultimate self-sufficiency.¹⁵

Monteith College. The Monteith College experiment is noted even though it is a four-year liberal arts college because of the prominence of its library instruction program. The project was designed to promote student skills in independent study by providing library research assignments which integrated with interdisciplinary general education courses. A most novel system was devised so that cooperating teachers received nine hours of bibliographical assistance each week. This library-integrated curriculum is meeting with success but it is clearly dependent upon the support and student direction provided by the faculty.¹⁶

Foothill College. Freshmen students receive presentations from librarians during the regular orientation to college program. Slide-tape presentations cover general use of the library and special reference materials. A booklet entitled "Your Library Handbook" is distributed to all students. Special library usage tests are required in freshmen orientation and in English composition classes. Special presentations and handbooks are featured for faculty.¹⁷

St. Petersburg Junior College (Florida). St. Petersburg Campus Library initiated a televised orientation program to meet the burgeoning enrollment demands. They found that (1) orientation by television would conserve staff, (2) today's students are well-oriented to television viewing and the screen holds their attention, (3) demonstrations can be clearly viewed through the use of good camera techniques and (4) tapes have a permanent nature, thus saving staff, time and funds.¹⁸

California State College at Los Angeles. This area state college met the challenge of large enrollment by developing four video tape lectures of library instruction which have now been incorporated into an independent freshman requirement. The plan of saving time by instructing large numbers was illusory, but the results as judged from telecourse examinations were encouraging. Technical and production problems are many and the need for professional assistance is clearly indicated.¹⁹

University of New Hampshire. "Library instruction was given to University of New Hampshire freshmen before they reached the campus by means of a Freshmen Handbook sent out in July 1964. Included also was a library competence quiz. A questionnaire administered after the students arrived showed that 78 percent of those who received the Handbook read 'The Library' Section, that nearly all of this group took the test, and that many took steps to improve their library competence before coming to college."²⁰

Southern Illinois University. Large numbers of students were oriented to the library by a program of individualized instruction via the media of teaching machines. An evaluation disclosed that there was no appreciable difference between groups of students taught in the traditional manner and the groups taught by programmed machines. Both of these groups, however, performed decidedly better than a group which received no instruction.²¹

Although there are many new library orientation and instruction techniques, Trinkler adeptly expresses the reasons for

these programs when he states, "A sound program of library instruction is the goal of library personnel. There is definite agreement among librarians that the student must know what a library is and how to use it effectively."²²

CHAPTER III

MT. SAN ANTONIO COLLEGE LIBRARY

In the center of the Mt. San Antonio College four hundred and thirty acre campus, nestled majestically in rolling foothills, stands a prominent, modern center of learning. This proud structure is a living testimony to the student-library-centered college president who proclaims a library philosophy of being "large enough to serve you, small enough to know you."²³ The spaciousness of this structure visibly confirms that the college library is large enough to serve you. The "way" that it knows you is a commitment to personalized service in action.

I. INTRODUCTION

Prior to its beginning in 1963 plans were formulated by the Dean of Library and Audio Visual Services, Miss Harriett Genung, to provide effective student instruction in the use of the library. These plans which included introductory tours for new students, class instruction in the use of the library, class visits to the library, flip-view student handbooks, and programmed video sonic machine teaching, were all plans in action

to personally assist students in the use of the library. Even the teaching machines, regardless of technical difficulties, were successful in this personal atmosphere which found touring students rewarded with refreshments.²⁴

During the Fall Semester of 1966, the Mt. San Antonio College Counseling and Guidance Staff began studying the new student orientation to college program for purposes of improvement. The orientation program as practiced then consisted of large lecture sessions on the services and regulations of the college. As part of this program divided lecture classes were scheduled for introduction tours through the library. This study, brought about by swelling enrollments, resulted in a complete revision of this introduction to college program.

The responsibility for orienting new students to the college was transferred from the administrative staff to the counseling staff. The counselors developed a small group guidance course which concentrated on specific new student needs with a particular emphasis on determining educational-vocational goals. Library orientation and instruction was not a part of this course.

As a result of this revision the library staff courageously faced the problem of developing a new library orientation program which would be effective with large numbers of students. In cooperation with the counseling staff it was determined that a similar small group approach to acquainting students with the library could be implemented. Such a plan was carefully developed and put into effect the Fall Semester of 1967.

II. THE NEW ORIENTATION PROGRAM

The plan called for all professional librarians to conduct small group sessions in library instruction. Nine librarians scheduled sixteen groups each for a total of one hundred and forty-four groups. All new students except those exceptional students not assigned to general college orientation and guidance classes, were scheduled by computer means into these library orientation groups. Student printed schedules listed these groups just as other classes were listed. Group sizes ranged from fifteen to twenty-five students with the majority of the classes being near the maximum size.

Three meetings were scheduled and the course outline called for greetings, tours, visual projections, lecture-discussions, three assignments and an evaluation quiz. The students were in effect required to attend the initial meeting but no penalties were enforced for non-attendance. Unit credit was not earned. Approximately three thousand two hundred and fifty students were assigned to library orientation and approximately one-half of these students completed all three sessions.

III. AN EVALUATION

Summary comments by Dean Genung as she reviewed the success of this program are as follows:

1. The basis of success for the library orientation program revolves around the following:

- (a) Programmed orientation classes for all new students on student's schedule.
- (b) Small groups, not to exceed twenty-five.
- (c) At least three class periods. It would even be desirable, if personnel time were available, to extend this to six or possibly nine sessions in order to acquaint the student with basic library procedure at a comprehensible pace.
- (d) The fact that a reference librarian in the field of the student's major is assigned to each student for the semester. This is definitely an innovation which I think is very important in identifying the library with a person who can work consistently with a student. It gives confidence and security in the use of the college library.

2. Supplementary orientation classes for subject areas:

When an instructor is asked to have students oriented in the library within a specific class, it is very important that there is no duplication of the initial general orientation which the student had at the beginning of the semester. It is, therefore, necessary to carefully outline presentations by subject areas which will not duplicate general orientation and to provide special handbooks which will interpret the use of the library for subject areas. It is for this reason that in addition to the general library handbook which is given to each student the following special handbooks have been developed:

- 1. The term paper manual for English 1A.
- 2. Business Education manual.
- 3. Physical Science and Engineering Manual.
- 4. Biological and Applied Science with emphasis upon nursing and Agriculture, etc.
- 5. In addition one for exploring the vocations has been developed for terminal students.

3. Orientation follow-up with such devices as teaching machines which are flexible enough to provide the visual, audio and multiple response mode. It is for this reason that the Council on Library Resources has re-funded the project originally begun with the Videosonic study to develop a prototype machine which will be flexible in achieving the goals originally set.²⁵

Student responses to evaluation questions are as follows:

1. The Library Orientation classes have, in my opinion, been:

1. Extremely helpful. (253)
2. Somewhat helpful. (659)
3. Helpful. (720)
4. Not too helpful. (253)
5. Not at all helpful. (73)

2. The most valuable information gained during the Library Orientation was presented by means of:

1. Tours of library. (883)
2. Library handbook. (534)
3. Lectures. (394)
4. Discussions. (130)
5. Assignments. (30)

3. The next most helpful information gained during the library orientation was presented by means of:

1. Tours of library. (597)
2. Library handbook. (564)
3. Lectures. (521)
4. Discussions. (227)
5. Assignments. (54)

4. It is important to have a librarian assigned to me according to my college major because:

1. It provides the opportunity to use the library more effectively. (1651)
2. It makes it possible to know at least one person in the library. (296)
- Other (30)

5. I would like to continue this library orientation class for at least:

1. Two more meetings. (370)
2. Three more meetings. (101)
3. No more meetings. (1474)
- Other. (7)

6. Do you think three sessions are adequate for the library orientation program:

1. Yes. (1503)
2. No. (429)
- Other. (35)

7. Should there be more than three sessions:

1. Yes. (462)
2. No. (1478)
- Other. (27)

8. Should there be less than three sessions:

1. Yes. (440)
2. No. (1443)
- Other. (83)

9. How helpful did you find the assignment sheets used in the library orientation:

1. Extremely helpful. (129) 2. Somewhat helpful. (468)
3. Helpful. (598) 4. Not too helpful. (527)
5. Not at all helpful. (224)

10. Would you, in the future, be interested in receiving unit credit for a library orientation class?

1. Yes. (760) 2. No. (1108) Other. (26)

In general one could conclude that this small group approach was very successful. The personal approach and informal librarian contact was a most commendable feature of this program. Students received an excellent introduction to the library and each student was personally introduced to his librarian. The least satisfactory feature of the program appears to be a lack of student motivation to study how to use the library without meaningful course assignment goals. A summary observation of this program would be that the philosophy "small enough to know you" was the modus operandi in practice.

I. SUMMARY

A review of the literature and an analysis of innovations in library orientation and instruction in the use of the library clearly indicates that these programs have merit and that students who participate in these proven learning programs do know how to use the library more effectively. The goal of student self-sufficiency in the use of the library is an essential objective for which educator librarians should continually strive.

The obstacles facing educator librarians as they strive to establish successful instruction programs are many and even these obstacles compound with rapidly increasing student enrollments. The one critical concern remains that of encouraging or coercing the instructors into incorporating library usage into their requirements. Gaver as president elect of the ALA in 1966 unequivocally stated that teacher education programs were not instructing new teachers and administrators in the proper use of libraries nor were they inculcating basic understandings of libraries as student learning centers.²⁷ Learning centers, then, as they develop technologically and ideally, must hold to the proven principle that effective instruction in the library must be integrated with student needs in the classroom.

It seems that library orientation and instruction follows a rather elementary progression from an awareness of the library to a self-sufficiency in the use of the library. Whereas the terms orientation and instruction in the use of the library are commonly interchanged, the steps between are many. From an awareness of the library one would logically proceed through an introductory stage, perhaps a curious stage or a period of rejection, a time of need for the library in conjunction with course requirements, a stage of wishfulness for knowledge in how to use the library, a stage of instruction or experimentation, elementary experience in the use of the library, an understanding of the library, a progression to skill in using the library, and finally growth to a stage of respect for and identification with

the library as self-sufficiency in library usage is obtained.

There are a multitude of approaches to orienting and instructing students in the use of the library. These approaches manifest themselves in various innovations. Surveys indicate that traditional methods of introducing students to the library via an initial tour and instructing students in the use of the library in conjunction with freshmen composition class assignments are commonly practiced. Surveys also indicate that student acceptance of these practices varies and that libraries are constantly revising their methods of instruction in an attempt to meet large numbers of students and their needs.

The ultimate in effective library instruction appears to be that learning which takes place in a credit course in the use of the library which is elected by students for their own learning development. The effectiveness of this course work is contrasted by the ineffectiveness of the introductory "herd" tour of the library in the first week of school. The development of clever student handbooks appears to be a technique of practical significance in affecting library use to large numbers of students. Library instruction is not a one shot program, but rather a continuous effort through various media directed at reaching students in various stages of learning about the library.

Some of the guiding principles to be observed in developing or planning innovative library orientation and instruction methods are as follows:

1. Provide students with the type of instruction in the use of the library that they need when they need it.
2. Instruction should be geared to teaching self-sufficiency in the use of the library.
3. There are and there needs to be multiple approaches and varied techniques in teaching library usage.
4. Transfer students need to develop more proficiency in the use of the library as their transfer school libraries are becoming complex in their rapid growth.
5. Impetus or motivation from classroom assignments and instructor encouragement is the essential factor.
6. There is a need for continuous library instruction.
7. Timing in the presentation or the availability of various instruction is critical as it should parallel course assignments requiring library usage.
8. New methods and media are needed in dealing effectively with large numbers of students.
9. Even in planning for large numbers of students, the personal, individual approach must be maintained.
10. Teachers should be better trained in the use of the library.
11. Technical aids are supplementary to effective library instruction programs. The "gadget" may be little more than an attraction.
12. There is a need for updating current library orientation and instruction practices.
13. Current library orientation and instruction practices should be evaluated and innovations still on the drawing board should have evaluative plans incorporated in their design.
14. Television creations require professional production and adequate facilities for small group viewing.

15. Instruction in the use of the library needs to be condensed for effective short period presentations.
16. Providing the opportunity for each student to "know" a helpful librarian will encourage the student to use and learn about the library.
17. Librarians should be active in curriculum development activities so that library usage is built into the course outlines.
18. New faculty should be screened for an understanding of the library. They should also be oriented to the library so that they integrate library assignments in their courses and methods.
19. Various attractions may be effectively used to create and maintain library interest. Some of these practices include coffee hours, displays, discussion sessions, reviews, contests, and lectures.
20. Student-faculty committees organized for the purpose of promoting a better understanding of the library are operating effectively.

II. CONCLUSION

Libraries have progressed from a storage facility to an integral campus learning center. A new awareness of the learning center on college campuses has promoted innovative techniques in library instruction just as large enrollments have forced new instructional techniques. The junior college library standards and accreditation practices have provided impetus to library development. Federal funds have also encouraged library innovations and evaluations. As a result junior college libraries are becoming active learning centers reaching out to the students in an effort to assist them in their learning processes. This aggressive "let me help you attitude" is in itself a refreshing, exciting innovation in library instruction.

FOOTNOTES

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⁴Helen R. Wheeler, The Community College Library; A Plan For Action (Hamden Connecticut: The Shoe String Press, Inc., 1965), p. 4.

⁵Johnson, op. cit. " 'Vitalizing A College Library': A Quarter of a Century Later," p.25.

⁶Norman E. Tanis, "Henry Ford Community College Library Survey," Junior College Journal, 30: 104, October, 1959.

⁷Helen Wheeler, "Library Instruction and the Junior College," Junior College Journal, 31:451, April, 1961.

⁸Ibid.

⁹Wheeler, The Community College Library; A Plan For Action, op. cit., p.38

¹⁰Elizabeth Badger, "What Do Students Think of Library Orientation and Instruction?" (unpublished paper, Mt. San Antonio College, Walnut, California, 1966) p. 1-3 (Mimeographed).

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¹²Sara Crittenden, Richard Ducote and Alice Griffith, A Junior College Libraries Section Committee on Instruction and Use Report to the ALA Association of Colleges and Research Libraries, June, 1966.

¹³Johnson, op. cit., p. 28.

¹⁴Bertlett C. Bartlett, "Stephens College Library Instruction Program," ALA Bulletin, 58:313, April, 1964.

¹⁵Ibid., p. 314.

¹⁶Patricia B. Knapp, "Monteith Library Project, An Experiment in Library-College Relationship," College and Research Libraries, 22:262, July, 1961.

¹⁷Donald H. Ewing, "Foothill College," The Junior College Library, B. Lamar Johnson, editor (Junior College Leadership Programs, Occasional Report No. 8 Los Angeles: University of California, Los Angeles, 1966) p. 48.

¹⁸Sara N. Crittenden, "Use of Closed Circuit Television In Library Orientation," Unpublished paper. St. Petersburg, Florida: St. Petersburg Junior College, May 12. 1967.

¹⁹Clayton M. Brown, "TV or the Herded Tour," Library Journal, 90:2214-18, May 15, 1965.

²⁰H. C. Pritchard, "Pre-Arrival Library Instruction For College Students," College and Research Libraries, 26:321, July, 1965.

²¹R.E. McCoy, "Automation in Freshman Library Instruction," Wilson Library Bulletin, 36:469, February, 1962.

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²³Oscar H. Edinger, Jr., "Mt. Sac's New Library," Junior College Journal, 35:30, November, 1964.

²⁴Harriett Genung, "Can Machines Teach the Use of the Library?" College and Research Libraries, 28:25, January, 1967.

²⁵Comments expressed by Dean Harriett Genung, personal interview.

²⁶Statistics not edited. Received from Dean Harriett Genung.

²⁷Mary V. Gaver, "Teaching Education and School Libraries," ALA Bulletin, 60:72, January, 1966.

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